THE EDUCATION HOAX

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A subtle look at Bharat's learning system

"Prashn, Praman aur Kranti hamara janm-sidh adhikaar hai"

-Vidyansh Chauhan

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DEDICATION

I dedicate this book to Nishkam Karm, *Prakrati* and Hanumanji

Introduction

Namaste, dear reader.

Education is often portrayed as the great equalizer—the key to success, stability, and a better future. But what if this promise is nothing more than an illusion? What if the system we trust to shape young minds is, in reality, failing them?

"The Education Hoax" is not just a critique of the Indian education system; it is an exposure of the deeper, hidden flaws that have turned learning into a burden rather than an empowering experience. This book dives into the multiple layers of the problem—how toxic parenting pressures students, how overburdened teachers struggle within a broken system, and how the so-called “Can-Do Generation” is caught in a paradox of endless expectations but limited opportunities.

rom outdated academic structures to flawed result systems, from dysfunctional schools to the misplaced priorities of society—this book questions everything we have accepted as "normal." It is not just about pointing out what’s wrong but about understanding the **why** behind it. I am not here to provide sugar-coated solutions or to simply criticize. My aim is to bring awareness—to challenge perspectives and spark a conversation that forces us to rethink the way education functions.

Welcome to **"The Education Hoax."**

Chapter 1 – PARENTING

Being a teenage myself, and having a supportive family, who are constantly engage in adaptive parenting here's my take on effects of parenting on child's psychology which ultimately affect his/her personality.

Before starting, it needs to understand that, parenting only does not shape child's psychology. There are many social factors, implicit biases, genetics, cognitive process, peer influence, immediate context, experiences etc. But among all of these parenting is the condition that is controllable to a certain extent. Hence, I choose it as an agenda to be discussed.

In this chapter we will discuss what toxic parenting is and what are the solutions according to me, a 17-year-old adult, who is constantly learning and can commit mistakes, just justifying if you find any loophole. Also the readers need to keep this in mind that there is nothing like a perfect parenting. So before defining toxic parenting let me build a baseline for it.

According to self-determination theory, children's psychological development depends on the fulfillment of following psychological needs:

1. Need for Autonomy - Feeling volitional and authentic
2. Need for Competence - Feeling capable and effective in handling challenges
3. Need for Relatedness - Feeling connected, valued, and appreciated by others.

NEED FOR AUTONMY

The need for autonomy is a fundamental aspect of human development, yet it often clashes with parenting styles, particularly in cultures like India and other Asian nations. While it’s easy to label some parents as overly controlling, the reality is far more nuanced. Many parents restrict their child’s autonomy not out of a desire to dominate, but out of deep-seated insecurities. These insecurities can stem from personal experiences, such as unresolved childhood traumas or financial struggles, which shape their fears and biases. For instance, a parent who grew up in poverty might limit their child’s career choices, fearing that the child’s immaturity could lead to financial instability. Similarly, cultural norms that prioritize family honor and collective well-being can lead parents to prioritize safety and conformity over individual

freedom.
This well-intentioned behavior can have unintended consequences. Children who grow up with suppressed autonomy may struggle with low self-esteem, poor decision-making skills, and a lack of independence, but this can also lead to the explosion of suppressed emotions in a wrong way later. And here I am not saying that it is not parent's fault, it is their, but let's have some empathy for them, they are also humans, who are learning day by day, not directly but implicitly they are.

Generally, most parents relax their restrictions once their children mature and become responsible. However, in some cases, parental control persists even into adulthood, with some parents continuing to exert authority over their children well into their 30s or 40s. Such overly controlling parents are often considered toxic.

NEED FOR COMPETENCE

Now, let’s explore the need for competence in the context of parenting, particularly in India. Many Indian parents, especially millennials, often struggle with emotional expressiveness. They genuinely want the best for their

children but frequently lack the tools to motivate them effectively. Instead of fostering a sense of competence, they often resort to pressuring their children to meet high academic benchmarks—whether it’s cracking competitive exams like IIT, AIIMS, or CA or scoring 90% in 10th grade.

I’m not suggesting that these expectations are inherently wrong; they often stem from pure intentions and a desire for their child’s success but also sometimes to show their status to the society through their child which they are unable to do which according to me is toxic. However, the implementation of these expectations is frequently flawed. When children meet these expectations, they are celebrated and deemed “safe.” But when they fall short, the consequences can be devastating. Parents, overwhelmed by their own disappointment and societal pressures, often react harshly—sometimes through corporal punishment or emotional withdrawal. This not only erodes the child’s confidence but also damages their overall personality development.

Being strict or setting high standards isn’t inherently bad. However, being harsh with a 15-year-old—who is still navigating the complexities of adolescence, dealing with personal issues that may seem trivial to adults but are monumental to them, and already under immense pressure—can be deeply toxic. At such a vulnerable age, what children need most is support, understanding, and reassurance. Instead

of criticism or punishment, they deserve a hug and the message that it’s okay to fail and try again.

On the other hand, parents who stand by their children unconditionally, offering support and encouragement even in the face of failure, tend to raise high-performing, resilient individuals. These children grow up with a strong sense of competence, believing in their ability to overcome challenges. In contrast, children who face constant criticism and lack emotional support often struggle with depression, self-doubt, and unresolved childhood trauma.

What makes this situation even more disheartening is when such behavior comes from educated and financially stable parents. One would expect these parents to understand the importance of emotional support and the dangers of treating their child like a machine designed to produce results based on financial investment. Instead of nurturing their child’s unique talents and interests, they often impose rigid expectations, leaving little room for individuality or creativity.

In addition to the above, there’s another troubling category of parenting behavior: *failing to recognize or celebrate a child’s achievements.* Some parents may motivate their children to excel but respond with doubt when they succeed. For instance,

if a child performs well in exams or achieves a milestone, the parents might downplay it, question its validity, or simply refuse to acknowledge it. However, when the child fails, it becomes a huge issue, often met with shouting, corporal punishment, or emotional withdrawal.

This imbalance in recognition sends a damaging message to the child: “Your failures define you, but your successes is coincidence.” Over time, this can lead to low self-esteem, a fear of failure, and a lack of motivation to strive for success.

NEED FOR RELATEDNESS

Now, let’s explore the need for relatedness, a fundamental aspect of parenting that is often overlooked, especially in emotionally unexpressive households. Many parents, particularly in India, believe that providing material resources —such as money, gadgets, tuition, or extracurricular classes— is sufficient for their child’s well-being. While these resources are important, they cannot replace the emotional connection, guidance, and nurturing that only a parent can provide. When this need is unmet, children may experience loneliness, low self-esteem, and emotional distress, which can hinder their overall growth and well-being.

This mindset is particularly prevalent among wealthier parents or those who are heavily involved in their social lives, friendships, or even habits like alcoholism. These parents often prioritize their own needs or external engagements over spending quality time with their children. While they may provide all the material comforts a child could ask for, they fail to offer the emotional presence, positive environment and support that are crucial for a child’s development. Research by Repetti et al highlights that emotional neglect, characterized by a lack of parental warmth and engagement, is associated with anxiety, depression, and behavioral problems in children. This lack of relatedness can create a sense of isolation and emotional void in the child, leaving them feeling unsupported and unloved. When both parents are emotionally distant or disengaged, the consequences can be even more severe. The child grows up without the guidance, experience, and nurturing that only parents can provide. This dynamic is one of the key factors contributing to the challenges faced by Generation Alpha—children who are growing up in a world where material abundance often comes at the cost of emotional scarcity. Without meaningful parent-child interactions, these children may struggle to form secure attachments, develop healthy self-esteem, or build resilience in the face of life’s challenges.

Another major challenge faced by Generation Alpha is excessive screen time, often introduced by their own parents at an alarmingly early age—sometimes as young as 3 or 4 years old. Parents who fail to regulate this exposure can be considered negligent in their parenting responsibilities. This raises a very serios question that, if someone don’t know how to raise a child properly, then why did they give birth. If they were not able to control their lust, do they don’t know about protective measures?

Research has shown that early and unregulated exposure to screens can have severe developmental consequences. A 2020 study published in JAMA Pediatrics found that children under five who spent excessive time on digital devices exhibited delayed cognitive and language development compared to those with limited screen exposure. Furthermore, another study in Pediatrics highlighted that children exposed to social media at an early age are at a higher risk of developing behavioral issues, attention disorders, and even desensitization to inappropriate content, including violence and explicit material.

Overexposure to unfiltered online content—ranging from mindless entertainment to porn and nudity—can significantly impact a child's psychological and emotional development. Yet, when these children grow up exhibiting behavioral issues, the very parents who facilitated this exposure often resort to scolding and blaming their child, refusing to acknowledge

their own role in shaping these negative outcomes. These so-called "accidental parents" fail to recognize that their negligence has long-term consequences, shifting the blame instead of taking accountability.

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The Pain We Pass Down and the Lessons We Ignore

Many children grow up in homes where their fathers, drunk and angry, return at night only to take out their frustration on their families. They beat their wives, scream at their children, and create an environment filled with fear and pain. The children in these homes learn to live with trauma, carrying it into adulthood. Studies show that kids raised in abusive environments often struggle with anxiety, depression, and forming healthy relationships. Society expects them to behave normally but never asks what they went through to become this way.

Then, there are families where the damage is quieter but still harmful. Imagine a 16-year-old caught texting a boyfriend. The parents, shocked and angry, scold the child immediately: *“You shouldn’t be doing this at your age!”* But did they ever explain

why? Instead of teaching their children about relationships and emotions beforehand, they react with punishment when it’s too late. Children are not GOD who will know everything what is wrong. It is the responsibility of the parents to teach them about what is right and what is wrong according to their age. Hence, if a child is caught up in a relationship at an early age, it is the parent's responsibility to deal with it, without being strict because this situation has never arisen if parents taught their children about the related topics. But if the child is caught up twice, it is his/her responsibility, not the fault of the parents.

Parents want their children to succeed, yet many fail to provide them with emotional safety or proper guidance. A home should be the first place where a child learns about life, but instead, many are left to figure things out on their own—either by surviving abuse or by making mistakes they were never warned about.

CONCLUSION: TOXIC PARENTIG VS HELICOPTER PARENTING

All the points discussed above point towards toxic parenting, or perhaps they serve as a transitional explanation of it. Parenting is not an innate ability; it is a skill that needs to be learned and practiced, much like swimming, mathematics, or computer science. Research in developmental psychology emphasizes that effective parenting requires knowledge, self-awareness, and emotional regulation. However, society often romanticizes parenting, treating parents as gods. This perception is deeply flawed. Parents are not gods—they are human beings, capable of making mistakes. After all, we are the result of biological and emotional impulses, shaped by our environment and experiences.

So now as I have discussed all the parameters of self-determination theory, my understanding of toxic parenting is that, ‘one who does not meet these parameters’. But here’s something else. We need to understand that there’s nothing difference between a toxic parenting and helicopter parenting. Both are dangerous. Children with toxic parents, in their developmental years, tend to distort their learning curve, dysfunction of their AMYGDALA, affects their mind unconsciously and their implicit biases which leads to repetion of those patterns unconsciously in their further relationships,

if not resolved. Similarly helicopter parenting hinders child's development of independence, impairs social skills, limits creativity, increase risk of burnout, creates dependency, reduces resilience, undermines self-confidence, etc. Both are on the same road.

SOLUTIONS

As an individual with an altruistic perspective, I believe it's important to forgive our parents for their mistakes. Many of these mistakes stem from a lack of awareness, societal pressures, or their own unresolved traumas. Studies on intergenerational trauma show that parenting behaviors are often passed down through generations, as parents unconsciously replicate the patterns they experienced in their own childhoods (Kellermann, 2001). Without access to resources or knowledge, they may not have had the tools to parent effectively. However, while forgiveness is essential, it does not mean we should repeat their mistakes with our own children.

In today's age of technology and information abundance, there is no excuse for perpetuating toxic parenting practices. We have access to countless resources—books, research, online

courses, and communities—that can help us become better parents. If we fail to learn and grow, and instead repeat the same harmful patterns, it is not just a mistake—it is an act that deserves reflection, accountability, and change.

We must forgive our parents, for they did the best they could with the tools they had. But we must also hold ourselves to a higher standard. For our children, we must strive to do better. After all, parenting is not just about raising children; it’s about breaking cycles and creating a healthier, more compassionate future. Research on positive parenting highlights that breaking toxic cycles requires self-awareness, education, and a commitment to change. By doing so, we can ensure that our

children grow up in an environment that nurtures their emotional and psychological well-being.

Chapter 2 – TEACHERS

The Teacher Crisis: Underpaid and Overburdened

Teachers are the backbone of any education system. They shape young minds, instill knowledge, and play a crucial role in a nation's intellectual and social development. However, in India, teachers—especially in government schools—face severe neglect, exploitation, and systemic indifference. They are underpaid, overburdened with non-teaching duties, and often lack the necessary psychological training to understand students' needs. As a result, many teachers lose interest in their profession, leading to a vicious cycle of poor-quality education.

This chapter exposes the deep-rooted structural issues plaguing Indian teachers, backed by scientific research, government data, and global comparisons, and argues why psychological training is as essential for teachers as it is for parents.

1. The Crisis of Underpaid Teachers: A Profession of Financial Struggle

Despite the monumental role they play, teachers in India are paid shockingly low salaries.

- A private school teacher in a low- to mid-tier school earns as little as ₹5,000 to ₹15,000 per month, which is often less than what an unskilled laborer earns in urban areas.
- Government school teachers, while having slightly better salaries, still earn significantly less than their counterparts in developed nations.
- Many contractual teachers ("guest teachers") in government schools are paid even less—as low as ₹10,000 per month, often without job security.

To put this into perspective:

Country	Average Teacher Salary (USD per year)
India (Private Schools)	$1,500 – $3,000
India (Government Schools)	$5,000 – $9,000
USA	$50,000 – $60,000
UK	$40,000 – $50,000
Germany	$60,000 – $70,000

A 2021 Oxfam India report found that over 70% of private school teachers earn below ₹10,000 per month, forcing many

to take up additional jobs like tutoring or even working as delivery drivers.

The result? Lack of motivation, high attrition rates, and poor-quality education.

Why would someone dedicate their life to teaching when they can earn far more in corporate jobs, IT sectors, or even as government clerks? This financial disparity pushes bright minds away from the teaching profession, leading to a shortage of dedicated educators.

1. Overburdened with Useless Government Duties: A Teacher's Real Job?

Even in government schools, where salaries are relatively higher, teachers are forced to perform non-teaching duties that have nothing to do with education.

Government school teachers are regularly assigned:

- Election duties (booth management, voter list verification, etc.)
- Census data collection
- Mid-day meal distribution monitoring
- COVID-19 awareness drives
- Survey duties for government schemes

This robs teachers of valuable teaching time. Instead of focusing on lesson plans, improving teaching methods, or mentoring students, they are busy filling paperwork and acting as unpaid government workers.

A study by the Azim Premji Foundation (2019) found that:

- Teachers spend 25-30% of their time on non-teaching duties.
- Less than 50% of their school hours are spent actually teaching.
- Many teachers report exhaustion and lack of focus due to excessive government duties.

When teachers lose interest due to bureaucratic pressure, students pay the price—with poor-quality education, lack of engagement, and an overall decline in learning outcomes.

2. The Consequence: Teachers Who No Longer Care

Due to low salaries, job insecurity, and excessive workload, many teachers in India lose passion for their profession.

As a result:

- 43% of students in rural areas lack basic reading and writing skills (Annual Status of Education Report, ASER 2022).

- More than 50% of Class 5 students in India cannot do basic arithmetic meant for Class 2.
- Students are often left to self-study because teachers are absent or unengaged. This crisis is not just about teachers—it affects the entire next generation of India.

3. The Need for Psychological Training for Teachers and Parents

One of the most overlooked aspects of teacher training is basic psychology. Teachers interact with hundreds of students daily, yet they are never trained to understand the emotional and psychological needs of children.

Why is Psychology Important for Teachers?

- Many students face anxiety, depression, or ADHD, but teachers fail to recognize these struggles.
- Some students learn slower than others, but instead of identifying learning disabilities, teachers label them as "dull" or "lazy."
- Emotional abuse by teachers (insults, punishments, favoritism) creates long-term trauma for students.

A 2019 study by the National Institute of Mental Health and Neurosciences (NIMHANS) found that:

- 1 in 4 Indian students suffers from undiagnosed mental health issues.

- Only 10% of teachers are aware of basic psychological disorders in children.
- Corporal punishment and verbal abuse from teachers significantly increase dropout rates.

Parents Need Psychological Training Too

- Indian parents often pressure children excessively, without understanding the impact of their words.
- Many compare children unfairly and cause self-esteem issues.
- Strict parenting styles often backfire, leading to rebellion, anxiety, or depression.

If both teachers and parents received basic psychology training, they would

• Recognize mental health struggles in children.
• Adapt teaching/parenting methods to suit different learning styles.
• Reduce unnecessary academic pressure.

Many developed countries (like Finland and Germany) require mandatory psychology training for teachers, leading to better student outcomes and lower dropout rates.

Chapter 3 – VIDYA KA MANDIR

SCHOOLS VS TUTIONS

Let me tell you about a guy who was my classmate in class XI. Let's name him Lalu. He was in Class XI with me, scored 89% in Class 10, and, like everyone else, decided to prepare for IIT. He joined school, enrolled in PW Vidyapeeth, and even subscribed to PW's online batch. He also relied on YouTube for school preparation because, his frequency did not match with the school teachers. Despite all this effort, Lalu failed Class XI. Now, I'll admit he wasn't the most serious student, but let's ask the real question—how did he fail?

At first glance, it's easy to say, *"Oh, it was his fault."* But take a step back. Is the education system so broken that it completely fails to spark curiosity in students? According to Self-Determination Theory (SDT), intrinsic motivation—the drive to learn for the sake of learning only thrives when students feel autonomous, competent, and connected. But in

reality? The system kills autonomy, fails to nurture competence, and isolates students in an endless cycle of rote learning and meaningless exams. Lalu was involved in three different institutions—school, coaching, and YouTube—yet none of them actually helped him. And if you still insist that it was only Lalu's fault, then let's talk about the bigger issue—why does this system demand so much from students while giving them absolutely nothing in return?

In India, a typical student's life is a joke. Six hours of school, 2-4 hours of coaching, additional hours traveling, completing assignments and preparing for never-ending tests of both tuition and school differently. No time for extracurriculars, no space for self-discovery. Yet, the system continues to shove academics down their throats as if that's the only thing that matters. So, let's ask the real question—if schools actually did their job, why would students need tuitions? And if they can't even meet the basic requirements of education, then why not shut them down, continue the tuitions and let students use that time for something actually useful?

Here's the real kicker. By the time students pass Class 12, they're magically expected to have general knowledge, study habits, and life skills. But for 12 straight years, teachers and parents have done nothing but force them to cram textbooks and score marks. When exactly where they supposed to

explore their interests. How were they supposed to develop any real-life skills when they've been stuck in this never-ending loop of school and tuitions?

And let's talk about that recent Class 12 Physics paper (2025). It was brutal—so bad that students are demanding grace marks. So, what does that tell us? Are schools actually preparing students for this level of difficulty? If they are, then why is everyone struggling? And if they aren't, then why the hell is the system pushing students into this meaningless rat race without giving them the tools to survive? Schools still rely on outdated, ineffective teaching methods, forcing students to depend on tuitions and coaching just to get by.

I'm not saying coaching is the solution, nor am I defending it. But for God's sake, if schools did their job properly, students wouldn't need to waste their entire childhoods in tuition centers. Maybe, just maybe, they'd have time to actually live their lives.

COST OF LEARNING

Schools have mastered the art of squeezing money out of parents under the guise of "education." One of their favorite tricks? Constantly changing uniforms. Periodically, parents are

forced to buy new sets, even when the old ones are perfectly fine. But that’s just the start.

Then comes the textbook scam. Instead of using NCERT books—which are affordable and widely available—schools insist on expensive private publisher books that can only be bought from their exclusive store. Why? Because it’s all about control and profit. Parents are left with no choice but to shell out thousands for books that, let’s be honest, aren’t any better than NCERT.

And let’s not forget the hidden charges. Schools charge hefty fees for "extra-curricular activities," but what do students get? A tightly controlled environment where they can’t even express their own ideas. Instead of fostering creativity, these so-called “events” become rigid, meaningless formalities. It’s a money-making machine, not a place of learning.

Now, some people might say, *“Oh, if private schools are expensive, just send your kids to government schools.”* But let’s be real—many government schools are in shambles. No proper infrastructure, untrained teachers, and zero learning resources. Expecting poor and middle-class families to rely on them is like telling someone to survive on scraps while others

feast at a buffet. Education is supposed to be a fundamental right, but in India, it’s a privilege.

And here’s where it gets even uglier. Some local private schools, especially those run by politicians or local thugs (BAHUBALIS), outright refuse to issue Transfer Certificates (TCs) when students want to leave. They trap kids, forcing parents into desperate measures. I’ve personally seen a case in my neighborhood where a family had no choice but to forge a TC just to get their child into a better school. This isn’t a rare incident—it’s a reality.

So, here’s the real question: If both private and government schools fail to ensure accessibility, affordability, and quality education, then where does that leave students from middle-class and economically weaker backgrounds? Shouldn’t there be strict laws to crack down on these exploitative practices? Or are we just going to keep pretending that education is a right when, in reality, it’s just another business? And if education has to become business, then it should be like PW and many others.

UNPAID FEES

Let’s discuss an issue that deserves urgent attention—the way schools handle unpaid fees. In an interview with ANI, Alakh sir the founder of Physics Wallah, shared a troubling incident from his childhood: when his father was unable to pay the school fees, the administration made him stand as punishment in class.

From a legal standpoint, schools have the right to enforce their fee policies, and it is true that some parents irresponsibly neglect their financial obligations, putting educational institutions in difficult positions. However, from a moral and psychological perspective, punishing a child for their family's financial struggles is deeply unjust and harmful. Publicly shaming a student—whether by making them stand outside the classroom, run in the playground as a form of humiliation, or even sending them home—can have long-term psychological consequences, including reduced self-esteem, social anxiety, and a negative perception of education. Instead, schools should handle unpaid fees with compassion. If a family is struggling, the administration should privately communicate with the parents rather than exposing the child to embarrassment in front of peers. Financial difficulties are often temporary, and a student’s academic journey should not be disrupted due to circumstances beyond their control. However, if parents deliberately refuse to pay despite being capable, the school has the right to take appropriate action.

But even in such cases, the process should be handled professionally and discreetly, ensuring that the child’s dignity remains intact and that their classmates and teachers are not made aware of the situation.

At its core, education is about nurturing young minds, not just enforcing financial rules. Schools must find a balance between financial sustainability and ethical responsibility, ensuring that no child’s self-worth is compromised over unpaid fees.

TEACHERS AGAIN

In addition to addressing student challenges, it is crucial to recognize the struggles faced by teachers. After all, they are human too, with limited capacity to effectively manage large classrooms. Expecting a single teacher to handle 40, 50, or sometimes even more than 50 students is not just unrealistic—it is fundamentally inefficient. In such environments, teachers inevitably struggle to distribute their attention and energy equally, leading to a system where high-performing students receive the most focus, while academically weaker students are left behind.

This creates a deep flaw in the schooling system. Education is meant to uplift all students, particularly those who need extra support. Parents invest in their children’s education, teachers undergo specialized training, and yet, the students who

require the most guidance often receive the least. This forces weaker students to turn to private tuition, not as an option, but as a necessity—further widening the gap between privileged and underprivileged learners. Had the student-to-teacher ratio been lower—around 10 to 20 students per teacher—the quality of education would significantly improve. Smaller class sizes allow for personalized attention, ensuring that no student is overlooked, and that learning is tailored to individual needs. Countries with high-performing education systems, such as Finland, emphasize smaller class sizes as a key factor in their success.

Until we address these structural flaws—both in class sizes and in the treatment of teachers—quality education will remain inaccessible to many students. The solution is not just about improving individual teaching efforts but about systemic changes that ensure every student gets the attention and guidance they deserve.

CARRER GUIDANCE

After Class 10, every student faces the crucial decision of choosing a stream—Science, Commerce, or Humanities. But here’s the real question: how many schools truly offer structured career counseling to guide students? In most cases, the answer is none. Schools merely distribute forms, asking

students to mark their preferred stream, offering little to no professional guidance in this life-altering choice. The problem is that many students, often unaware of their strengths, interests, and career prospects, make these decisions based on peer pressure, parental expectations, or misconceptions rather than a well-informed understanding of their future paths. However, I cannot place the entire blame on schools. In today's digital era, students have access to vast educational resources, yet many do not utilize them effectively for career exploration. Instead of spending hours on social media or mindless entertainment, they could be researching career opportunities, aptitude-based professions, and industry trends to make better-informed choices.

But then comes a valid counterpoint—if students must rely on the internet for career guidance, why are their parents paying hefty school fees? If platforms like YouTube and Google are their primary sources of education and career advice, then what role do schools truly play beyond conducting exams? This raises a serious question about the purpose of formal schooling.

Schools must recognize that their responsibility extends beyond academics—they play a crucial role in shaping students' futures. Structured career counseling, aptitude tests, and one-on-one guidance should be an integral part of the schooling system. If schools continue to neglect career

counseling, students will remain directionless, leading to widespread dissatisfaction and mismatched careers. It is time for educational institutions to step up and integrate structured career guidance into their curriculum—not as an afterthought, but as a fundamental responsibility.

SECTION SYSTEM

Now, here is my final point—one that even I am unsure about: the system of sections in schools. At first glance, it seems that sections are designed for the benefit of students, allowing teachers to implement different strategies based on the academic strength of each group. The idea is that by grouping students according to performance, teachers can provide targeted support, helping weaker students improve while challenging stronger students appropriately.

However, I wonder whether this system does more harm than good. In a structure where students are categorized based solely on academic performance—without considering their natural talents, creativity, or other skills—it can create a sense of inferiority among those placed in weaker sections. Being labeled as a “weak student” can significantly damage a child’s confidence and self-worth. Over time, this could lead to a self-fulfilling prophecy, where students begin to believe they are incapable, further hindering their motivation and performance.

That said, I leave this question open to the readers: Do sections truly help students by allowing tailored teaching methods, or do they discourage and demotivate those labeled

as weak? I have merely presented the dilemma—what do you think?

Chapter 4 – YEH EK CAN – DO GENERATION HAI

Theodor Adorno and Max Horkheimer, in their work The Culture Industry: Enlightenment as Mass Deception, argue that modern society breeds passivity and conformity. Instead of questioning and improving their lives, individuals are conditioned to consume shallow entertainment and complain about their circumstances.

One of the most glaring contradictions of this generation is its tendency to criticize societal flaws while refusing to act when opportunities for change arise. For example, we have discussed above that schools often fail to provide students with opportunities to grow beyond academics, and when such opportunities are offered, students dismiss them as "timepass" or irrelevant. The same individuals who lament the lack of support for their growth are often the ones who reject these opportunities with statements like:

"Ye sab toh timepass hai" or "Main school ka naukar thodi hu jo ye sab karu."

This reflects a deep-rooted intellectual laziness—an unwillingness to engage in personal growth while blaming external forces for their failures.

Cool = Fool

This hypocrisy goes far beyond education. Today's youth have turned stupidity into a badge of honor—drinking, smoking, getting into casual relationships, acting arrogant, and disrespecting elders, all in the name of being "cool." They copy misogynistic, hyper-masculine, and disrespectful characters from movies and social media, thinking that's what makes them strong.

"The medium is the message," as Marshall McLuhan said—what we consume shapes how we think. And right now, media glorifies recklessness so much that people actually aspire to be irresponsible. Take Britain, for example—teachers and parents have reported that Andrew Tate's content has made boys more misogynistic. They openly disrespect female teachers, try to control their girlfriends, and act like feminism is some kind of joke. Basically, caveman mentality. In addition to this, the

growing trend of students looking down on teachers, treating elders and education like trash, and thinking smoking and drinking make them "alpha” is also something that needs to be condemned.

The worst part? Many of these so-called "alpha males" come from privileged backgrounds and have achieved absolutely nothing in life. Yet, they act like kings, putting others down to hide their fragile egos. Nietzsche once described the *Übermensch*—a person who rises above society’s stupidity through self-discipline and true strength. But today’s generation? They’re not *Übermensch,* they’re *Last Men*—weak, pathetic, and desperate for validation while pretending to be superior.

The Blame Game

This generation is quick to externalize blame. When they fail, they attribute it to society’s negativity, yet when others struggle, they ridicule rather than support. Søren Kierkegaard, in *The Present Age*, describes this as a society of reflection without action—where people love discussing problems but refuse to engage in meaningful solutions. Nowhere is this more evident than in discussions about mental health.

While the younger generation frequently speaks about mental health awareness and criticizes previous generations for suppressing emotions, their actions often contradict their words.

For e.g. they advocate that “men should be allowed to cry,” yet when a man does, he is mocked rather than supported. Ironically, the very generation that condemns this stigma perpetuates it through its own behavior. Research led by Harvard scholar Jillian Jordan, as detailed in "Why Do We Hate Hypocrites? evidence for a Theory of False Signaling," indicates that individuals often condemn others for behaviors they themselves exhibit, a phenomenon known as perceived hypocrisy.

I have personally witnessed this contradiction. In 10th grade, when my friend Adithya Iyer, another classmate (let’s call him X), and I were selected to recite a poem for a school competition. Due to my right-wing views and the school administration’s left-leaning bias, I was rejected while the other two proceeded. Facing ridicule from some classmates upon my return, I broke down emotionally. Some consoled me, including X, who later—one year after—mocked me for the same incident. This person, who claimed to be progressive, empathetic, and against traditional biases, acted no differently than those they criticized. Today, I have learned to handle

negativity on my own, but this remains a stark reminder of this generation’s contradictions.

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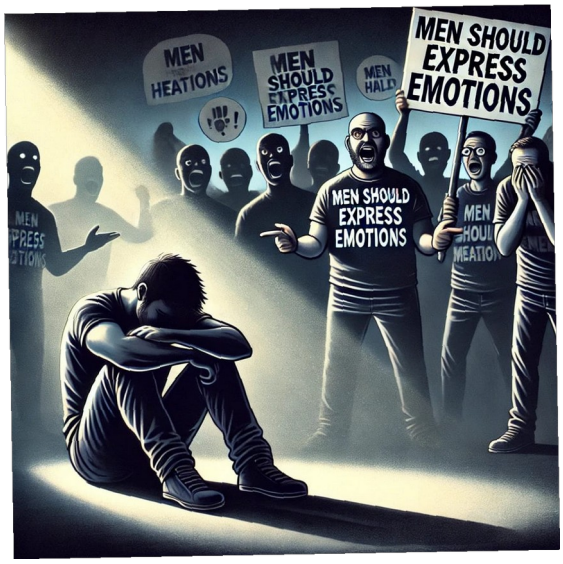

This hypocrisy extends beyond mental health into everyday social interactions. People preach about improving relationships, friendships, anti-bullying and emotional well-being, yet broken relationships, betrayal, bullying and mental health crises continue to rise. The reason is simple: talking about morality is easy; practicing it is difficult. Everyone discusses depression and mental health when it concerns themselves, but when someone else struggles, the response is often dismissive—

"Are vo toh pagal hai" (He’s just crazy).

A recent example highlights this further. I saw a reel on my friend’s Instagram in which a boy was vlogging and expressing

his happiness of his first day as a Blinkit delivery worker. The top two comments, including one from Ranveer Allahbadia, were encouraging, but the rest were filled with mockery. It’s disheartening to see how people, incapable of tolerating someone else’s happiness, resort to ridicule. Apart from this we constantly go to know about the people who either do suicides or get killed because of the act of bullying.

This generation also criticizes society for its obsession with academic success, lamenting how vocational subjects, unconventional careers, and creative fields are undervalued. They argue that those who fail competitive exams like JEE, NEET, or UPSC should not be looked down upon. Yet, ironically, they are the very same people who mock students of psychology, belittle aspiring painters or dancers, and ridicule those who fail in traditional academic pursuits. This hypocrisy may not be universal, but it is widespread enough to be concerning. You always expect a positive and encouraging environment from society—but let me ask you this:

When was the last time you genuinely complimented someone?

When was the last time you encouraged or gave hope to someone struggling?

If someone came to you and said, “I will secure AIR 1 in JEE/NEET/UPSC/CLAT…”—would you support their ambition, or would you mock them?

These are the questions you must ask yourself. They serve as a mirror for self-reflection.

Another incident that proves this point happened to me personally. After my board exam, while returning in the school bus, a group of students at the back started tearing up their question papers and throwing them all over the bus, some even tossing them onto the road like it was their personal garbage dump. No shame, no sense of responsibility—just pure stupidity masked as fun. And these are the same people who love to scream about how Indians are treated unfairly abroad. The same ones who talk about "respect" and "justice" when it suits them. But look at them here—zero civic sense, zero respect for public spaces, and absolute hypocrisy. They preach about discrimination while actively proving why people look down on us. No wonder we have the reputation we do.

Ultimately, most people do not seek genuine change; they only wish to appear morally superior in public discussions. This is why social media is flooded with individuals advocating for social justice, yet in their personal lives, they engage in the

same toxic behaviors they claim to oppose. The gap between words and actions has never been more evident.

The Contradiction of Modern Skepticism

Just as blindly believing in religious superstition is irrational, blindly following scientific theories, historical events, philosophies and life principles without verification or questioning is equally superstitious

-Vidyansh Chauhan

Modern youth take pride in questioning traditional beliefs, often mocking their elders for superstition. However, these same individuals blindly follow self-proclaimed internet intellectuals without skepticism. Immanuel Kant, in Critique of Pure Reason, emphasized that true knowledge comes from rational inquiry and independent thought. Yet, many young people today consume content passively without questioning its validity.

For example, if a parent advises their child to wake up early, they dismiss it as outdated thinking. But if a YouTuber or influencer gives the same advice, they follow it religiously. While it’s positive if influencers encourage good habits, the danger lies in the intention behind following their advice. If the advice is followed solely because it comes from an influencer, it raises concerns about what would happen if the

influencer promoted harmful behavior, such as gambling. Today’s youth are quick to label others as superstitious, yet they fail to apply the same critical thinking to the scientific, historical, and geopolitical content they consume from random social media influencers. This generation claims to be rational and logical, but how many people actually verify the claims made by their favorite influencers?

Since in the recent times, there has been a trend of discussions among youth regarding geopolitics, history, culture etc. due to the rise of right-wing politics, I want to ask the youth, when someone on the internet comments on such topics, how many of you ask:

"From which university did this person study international relations?"

"What are their academic qualifications?"

“How many research papers or books have they read?"

“What is the basis of their commentary”

The same applies to scientific influencers who spread half-baked theories in the name of any scientist. Or, following the Instagram trends blind fully and being constantly manipulated

in different perspectives by a video or a reel regarding a person or an event also comes under the same.

The Rise of Victim Mentality Among Youth: A Growing Concern

In recent years, there has been a noticeable rise in what can be termed as a "victim mentality" among the youth, particularly among those who are privileged yet unwilling to take responsibility for their lives. This mentality, combined with the growing awareness of mental health issues, has created a dangerous trend where individuals use mental health as a shield to avoid accountability and escape the challenges of life. While mental health awareness is crucial, its misuse is leading to the growth of a generation that is increasingly fragile, dependent, and ill-equipped to handle the harsh realities of the world.

1. The Victim Mentality and Its Roots

Victim mentality is a state of mind where individuals perceive themselves as perpetual victims of circumstances, often

blaming external factors for their failures and avoiding personal responsibility. This mentality is particularly prevalent among privileged youth who, despite having access to resources, opportunities, and support systems, choose to remain passive and blame the world for their problems.

The rise of social media and the internet has exacerbated this issue. Platforms like Instagram, TikTok, and YouTube are flooded with content that capitalizes on generalized loneliness, anxiety, and depression. Reels and videos romanticize suffering, portraying it as a badge of honor rather than something to be overcome. This content often resonates with young people who are already struggling with feelings of inadequacy or laziness, leading them to adopt a victim mindset as a way to gain sympathy and avoid facing their problems.

For example, a 2023 study published in the Journal of Social and Clinical Psychology found that young people who spent more than three hours a day on platforms like Instagram and TikTok were 50% more likely to adopt a victim mindset. These platforms amplify content that glorifies suffering, creating an echo chamber where young people feel validated in their avoidance of responsibility.

2. ACADEMIC STRESS : OH my god!!!

Another alarming trend is the misuse of mental health terminology during academic pressures. Many students who fail to study consistently throughout the year suddenly claim to be "depressed" or "anxious" as exams approach. This behavior not only trivializes genuine mental health struggles but also allows them to shift blame onto the system rather than taking accountability for their lack of effort.

A 2022 study by the National Institute of Mental Health (NIMH) found that 60% of college students reported experiencing heightened anxiety and stress during exam periods. However, further analysis revealed that 35% of these students admitted to not studying consistently throughout the year and using mental health as a justification for their poor performance. This cyclical behavior—procrastination followed by claims of depression or anxiety—not only weakens their ability to cope with challenges but also hides the struggles of those genuinely dealing with mental health issues like clinical depression, anxiety disorders, or childhood trauma.

3. The Consequences of Victim Mentality

1. Growth of Weak Men in Society:

The victim mentality fosters a culture of dependency and fragility, particularly among young men. Instead of developing resilience and problem-solving skills, they seek sympathy and validation for their inaction. This not only hinders their personal growth but also contributes to the creation of a society filled with individuals who are unable to face challenges or take responsibility for their lives.

2. Escapism and Avoidance:

By hiding behind the curtain of mental health struggles, these individuals avoid confronting their problems. They seek escape in the virtual world of social media, where they can curate an image of suffering without making any real effort to improve their situation. This escapism only deepens their sense of helplessness and perpetuates a cycle of inaction.

3. Trivialization of Genuine Mental Health Issues:

The misuse of mental health terminology by those who are simply lazy or unwilling to take responsibility diminishes the struggles of those who are genuinely suffering. Conditions like clinical depression, anxiety disorders, and schizophrenia are serious and require proper diagnosis, treatment, and support.

When these terms are used casually, it becomes harder for society to distinguish between real and fabricated struggles.

A 2022 report by the World Health Organization (WHO) highlighted this issue, noting that the overuse and misrepresentation of terms like "depression" and "anxiety" have led to a lack of empathy and support for individuals with severe mental health conditions. The report emphasized that the trivialization of mental health struggles by some has made it harder for those with real conditions to be taken seriously.

4. The Need for Resilience and Accountability

The world is undeniably harsh, and life is filled with challenges. However, the solution is not to hide behind a victim mentality but to develop resilience and take responsibility for one’s actions. Young people need to understand that avoiding problems today will only lead to greater difficulties in the future.

Not Every Child Deserves Good Parents

In the previous chapter, we discussed the idea, why not every parent deserves a child, delving into the complexities of parenting, the responsibilities it entails, and the ethical considerations surrounding it. In this chapter, we will flip the narrative and examine the idea that “Not Every Child Deserves a Parent”. This is a provocative statement, and it requires careful consideration, as it challenges the traditional view that children are inherently innocent and deserving of unconditional love and care. However, as we will see, this is not always the case, especially when discussing adults and teenagers who exhibit harmful, destructive, or irredeemable behavior.

Before we proceed, it is important to establish three key considerations:

1. We will limit our discussion to adults and teenagers, as we cannot reasonably expect emotional or moral maturity from young children. A 5-year-old, for example, is still developing their understanding of the world and cannot be held to the same standards as an older individual.

2. We will not discuss cases where toxic or abusive parenting has directly or indirectly shaped the child's behavior. While these cases are important, they represent a different dynamic,

where the child's actions are often a response to their environment rather than an inherent disposition.

3. Just as we do not idealize parents as infallible, we will not idealize children as perfect beings. Children, like adults, are capable of making mistakes, and some mistakes can have severe consequences.

With these considerations in mind, let us explore the idea that not every child deserves a parent, supported by examples, empirical data, and related insights.

1. The Concept of Deservingness in Parent-Child Relationships

The idea that a child might not "deserve" a parent is rooted in the belief that relationships, even those between parents and children, should be reciprocal in some way. While parents have a duty to nurture, protect, and guide their children, children also have a responsibility to respect, appreciate, and, as they grow older, contribute positively to the relationship. When this reciprocity is absent—when a child (particularly an adult or teenager) consistently engages in harmful, abusive, or exploitative behavior—the question arises: Does this child still "deserve" the unwavering support and love of their parent?

Consider the case of adult children who financially exploit their aging parents. In some instances, adult children manipulate their parents into giving them money, selling property, or even signing over assets, leaving the parents financially vulnerable. According to a study by the National Center on Elder Abuse, financial exploitation by family members is one of the most common forms of elder abuse, with adult children being the primary perpetrators in many cases. These children, despite being raised by loving and supportive parents, choose to prioritize their own greed over their parents' well-being. In such cases, it is reasonable to argue that these children do not "deserve" the continued support of their parents.

2. Teenagers Who Exhibit Extreme Behavioral Issues

While teenagers are still developing emotionally and cognitively, some exhibit behavior that goes beyond typical adolescent rebellion. In extreme cases, teenagers may engage in criminal activity, substance abuse, or violence toward their parents or siblings. These behaviors can create an unsafe and toxic environment for the entire family.

A study published in the Journal of Adolescence found that approximately 10% of teenagers exhibit severe aggressive behavior toward their parents, including physical violence. In

one notable case, a 16-year-old boy in the UK was convicted of repeatedly assaulting his mother, leaving her with permanent injuries. Despite numerous interventions, including therapy and counseling, the boy showed no remorse and continued to pose a threat to his family. In such cases, the parents may be forced to make the difficult decision to distance themselves from their child for their own safety and well-being. This raises the question: Does a child who poses a physical threat to their parents still "deserve" the unconditional love and support of those parents?

3. The Role of Accountability in Parent-Child Relationships

One of the key arguments for the idea that not every child deserves a parent is the importance of accountability. As children grow into adulthood, they must take responsibility for their actions and the impact those actions have on others. When an adult child consistently refuses to take accountability for their behavior—whether it involves substance abuse, criminal activity, or emotional manipulation—it can strain the parent-child relationship to the breaking point.

Consider the case of an adult child struggling with substance abuse. While addiction is a disease that requires compassion

and support, some individuals use their addiction as a tool to manipulate their parents. They may guilt their parents into giving them money, housing, or other resources, only to use those resources to fuel their addiction. A study by the National Institute on Drug Abuse found that approximately 20% of individuals in treatment for substance abuse reported manipulating their families to obtain drugs or money. In such cases, parents may need to set boundaries or even cut ties with their child to protect their own mental and financial health. This does not mean the parents have stopped loving their child, but it does mean they recognize that their child's behavior is destructive and unsustainable.

4. The Impact of Societal and Cultural Expectations

Societal and cultural expectations often place a heavy burden on parents, particularly mothers, to unconditionally love and support their children, no matter how those children behave. This expectation can be harmful, as it discourages parents from setting boundaries or seeking help when their child's behavior becomes unmanageable. It also perpetuates the idea that children are inherently deserving of their parents' love, regardless of their actions.

In many cultures, there is a strong stigma associated with "abandoning" or "disowning" a child, even when that child is

an adult who has caused significant harm. This stigma can lead to feelings of guilt and shame for parents who are considering distancing themselves from a toxic or abusive child. For example, in a study conducted in South Asia, researchers found that mothers who had cut ties with their adult children due to abusive behavior often faced severe social ostracism and were labeled as "failures" by their communities. This cultural pressure can prevent parents from making decisions that are in their own best interest, further perpetuating the cycle of harm.

5. Empirical Data on Parent-Child Estrangement

While estrangement between parents and children is often viewed as a failure, research suggests that it can sometimes be a necessary and healthy decision. A study published in the *Journal of Marriage and Family* found that approximately 10% of parents in the United States are estranged from at least one adult child. The reasons for estrangement vary, but common factors include substance abuse, criminal behavior, and emotional abuse. Importantly, the study found that many parents reported improved mental health and well-being after cutting ties with a toxic or abusive child.

One mother, interviewed as part of the study, shared her experience of estrangement from her adult son, who had been

verbally and emotionally abusive for years. Despite numerous attempts to repair the relationship, including family therapy, the son refused to take responsibility for his behavior. After years of enduring his abuse, the mother made the difficult decision to cut ties with him. While the decision was painful, she reported feeling a sense of relief and freedom, as she was no longer subjected to his constant manipulation and cruelty.

6. Mistreatment to Old Parents by their Loved Ones

As children grow into adults, many elderly parents find themselves neglected, abandoned, or even mistreated by those they once nurtured with unconditional love. The statistics paint a grim picture—according to the World Health Organization (WHO), 1 in 6 elderly individuals globally experiences some form of abuse, and in over 60% of cases, the perpetrators are their own children. This mistreatment isn’t always physical; emotional neglect is just as devastating. A survey by the National Center on Elder Abuse (NCEA) revealed that 33% of elderly parents feel emotionally abandoned, as their children, once the center of their world, now barely make time for them. Some parents are left to live in solitude, their calls ignored, their presence considered a burden rather than a blessing. The pain of being forgotten is immeasurable—parents who once stayed up through sleepless nights to comfort their crying children now spend their nights in silent grief, yearning for a single call, a visit, or even a kind word. Financial exploitation only worsens the betrayal; a 2022 National Council on Aging (NCOA) report found that seniors lose $36.5 billion annually to financial abuse, much of it at the hands of their own children. The erosion of filial responsibility in modern society has left countless parents heartbroken, questioning whether the years of sacrifice and love they poured into their children were ever truly valued. The tragedy is not just in the mistreatment itself, but in the emotional wounds it leaves—wounds that no amount of wealth, comfort, or legal intervention can ever truly heal.

Chapter 5 - Academics

Society’s obsession with academic success is a joke. There was a student in my school who scored around 90% in 10th grade. His parents were overjoyed, his coaching center honored him with a flower band as if he were a superstar, and he even received a scholarship. But beneath this academic brilliance was a person who had no respect for teachers, spoke in a perverse manner about girls, and exhibited behavior that was utterly deplorable. Yet, because he had a 90% on his mark sheet, society conveniently ignored his character flaws.

Then there was another student who scored 87%. This so-called genius once made an appalling comment about the mother of a boy who had lost his father. If you think controversial figures like Ranveer Allahbadia have crossed ethical lines, this 16-year-old’s words were far worse. But once again, academic performance shielded him from any scrutiny.

This is not an isolated phenomenon. Consider the IIT BHU student who was caught harassing a woman a few years ago. A high academic achiever, yet morally bankrupt. These instances highlight a crucial flaw in how society perceives academic success: high grades do not equate to good character. In fact,

research suggests that high-achieving students often exhibit traits of narcissism and arrogance, particularly in environments that excessively reward academic excellence while ignoring social and emotional development.

The Link Between Academic Success and Narcissism

Empirical studies suggest that students who consistently receive praise for their academic performance may develop a superiority complex. A 2018 study published in Personality and Individual Differences found that individuals with high academic achievement were more likely to exhibit narcissistic traits, particularly in cultures that heavily emphasize education as a measure of self-worth. This can manifest as arrogance, a lack of empathy, and an inflated sense of entitlement—traits that can be detrimental in both personal and professional settings.

The Misguided All-Rounder Myth

In India, academic excellence is often mistaken for overall competence. If you’re good at academics, you’re assumed to have great morals, be an exceptional singer, a talented athlete, and an articulate debater. This flawed assumption permeates the school system.

When I was in Class 5, a girl who was academically brilliant was given every opportunity—class monitor, participation in singing and dance competitions, debates, speeches—despite having no particular talent in these activities. The reality is that being good in academics only signifies strong problem-solving skills in specific subjects or a good memorization capability. It does not imply competence in other domains, nor does it necessarily mean a person is educated in the true sense of the word.

Does Scoring High Mean You’re Truly Good at a Subject?

Scoring well in an exam does not necessarily mean that a student is genuinely good at that subject. High marks may indicate:

1. Genuine interest and hard work.

2. Luck—perhaps the questions aligned perfectly with what they had prepared.
3. Rote memorization, which may result in high scores without genuine understanding.

Similarly, scoring low doesn’t always indicate a lack of effort. External factors such as exam anxiety, panic attacks, or an unfortunate distribution of questions can significantly impact performance.

The Ephemeral Value of Exam Scores

I scored 93% in 10th grade, but now, as a 12th pass-out, I can confidently say that it means absolutely nothing. I don’t remember a single thing from Social Science, Science, Hindi, or English. The months of stress, endless memorization, and pressure amounted to nothing more than a temporary boost in numbers on a mark sheet. The same pattern repeats in 11th and 12th grade—knowledge is retained only up to competitive exams, and then it vanishes.

The Indian Education System: A Pressure Cooker

Our education system is not designed to cultivate knowledge; it is designed to crush students under relentless pressure. It mirrors the pressure cooker analogy from *3 Idiots*. While knowledge is certainly acquired, it is only for those who are genuinely interested in academics and, crucially, for those whose learning style aligns with the rigid structure of the Indian education system.

The Mismatch Between Learning and Teaching Styles

A 2021 study in the *International Journal of Educational Research* found that students who struggle academically often do so not because they lack intelligence, but because their learning styles do not align with the traditional rote-based teaching methods prevalent in India. For example, kinesthetic learners—those who learn best through hands-on activities—often struggle in a system that prioritizes textbook learning over experiential understanding.

Even students who have the potential to become academically brilliant can be left behind due to this misalignment. A 2019

report by the *National Institute of Educational Planning and Administration (NIEPA)* highlighted that students with high cognitive abilities but different learning preferences (such as visual or hands-on learners) often underperform in standardized exams, despite possessing deep conceptual understanding. Another study published in the *Journal of Educational Psychology* found that 60% of students who struggle in traditional educational systems demonstrate above-average intelligence in alternative assessments, proving that their struggles stem from the system's failure to accommodate diverse learning needs rather than a lack of capability.

This rigid system disproportionately benefits students whose natural learning methods align with the structured, memorization-heavy approach of Indian education. Those who think critically, ask questions, or require alternative methods of engagement often find themselves discouraged, underperforming, or even dropping out—not due to a lack of intelligence, but because the system is not built for them.

LITERATURE

There is a massive, gaping flaw in our education system that few people talk about: the failure of literature and language education.

For 12 years, students are taught countless stories, poems, and moral lessons in their English and Hindi textbooks. These stories are carefully selected to instill moral values, ethics, and a deeper understanding of human nature. And yet, after 12 long years of studying them, students show no improvement in moral values, critical thinking, or even basic language proficiency. Why? Because the system is fundamentally designed to fail.

1. The Flawed Structure of Literature Education

The problem starts with the way our education system treats literature. Literature should be about understanding, analyzing, and relating to human experiences. Instead, our system turns it into another subject where students are forced to memorize pre-written answers to score marks.

If a student truly wants to study a novel or poem deeply, they won't be rewarded for their efforts. Why? Because the system is designed for rote-learning, not intellectual engagement. Teachers rush through the syllabus, leaving no time for discussion, debate, or interpretation.

Even in exams, when a student is asked to write about the moral lesson of a story, they must write the answer exactly as it appears in the CBSE answer key. If they express their own

views, they will lose marks. So, what is the point of teaching literature? Just to add another useless burden on students?

2. Why the Hell Do We Have Exams in Literature?

This is the biggest joke of all. Literature is about interpretation and perspective—it is not a subject that should be judged by fixed answers. Why are we conducting exams for something that should be about understanding and discussion?

The reality is, anyone who has passed 10th grade knows this truth:

- Even if you don’t understand English, you can score 90+ in English literature.
- Even if you have never read a Hindi story properly, you can still score 95+ by memorizing sample answers.
  This proves that marks in language subjects mean absolutely nothing. They don’t reflect intelligence, understanding, or even basic communication skills.

3. The Utter Failure of Language Education

A student studies Hindi and English for 12 straight years, yet most students cannot even speak fluently in either language.

- The English spoken by most Indians is heavily broken.
- The Hindi spoken in India isn’t even pure Hindi—it’s a mix of English, Persian, and Arabic words. (I will discuss this in my trilogy book in detail.)

And yet, some schools force students to study FOUR languages when they can’t even master one. What kind of nonsense is this? What is the purpose of this unnecessary burden?

4. The Reality of Studying a Foreign Language

Many students are made to study a third language, like French, German, or Sanskrit, for 4-5 years. And guess what?

- They remember absolutely nothing after passing the exams.
- They never use it in real life.
- It serves no practical purpose.

I personally studied French for four years. And today, I don’t remember a single useful sentence. What was the point? It was just another subject forced upon me, another set of exams, another source of stress—but no real knowledge gained.

5. The Purpose of Literature is Completely Lost

Literature should:

- Teach students how to think deeply.
- Expose them to human emotions and perspectives.
- Help them express themselves clearly.
- Develop moral and ethical values.

But in our system, it does NONE of this. Instead:

- Students are forced to memorize rigid answer keys.
- They are penalized for independent thinking.
- The entire subject is reduced to meaningless exams and marks.

If even literature subjects are being treated like a mechanical subject, then what hope is there for true education?

Until this broken system is fixed, students will continue to mechanically study literature, clear their exams, and forget everything—without ever gaining anything of real value.

The Useless Burden of Vocational and Non-Academic Subjects

Another blatant failure of our education system is how it handles vocational and supplementary subjects like Physical Education, Data Science, IT, Artificial Intelligence, Moral Science, and General Knowledge.

Everyone knows it—students, teachers, and even the CBSE itself—these subjects are nothing more than filler content. They serve no real purpose, no one takes them seriously, and yet, they are forced into the curriculum. Why? What is their actual function?

Let’s break it down.

1. The Worthless Status of Vocational Subjects

Subjects like Physical Education, IT, Data Science, and AI sound good on paper, but in reality, they are a joke.

- Teachers themselves don’t care about these subjects. In local schools they barely teach anything meaningful and in other schools also, if teacher is giving their full

potential to teach their students, the students don’t take it seriously.

- Students don’t treat them seriously either because everyone knows these subjects carry little to no weight in overall academics.
- Even CBSE itself treats them as “backup subjects.” They exist so students can get an easy score booster, not to actually teach useful skills.

2. Why Even Include Them in the Curriculum?

If neither students nor teachers care, and if CBSE itself treats them as substitutes, then why the hell are these subjects in the curriculum?

- Are they meant to increase the burden on students?
- Are they meant to enhance rote-learning skills?
- Or is it just another meaningless attempt at making the curriculum seem "modern" and "advanced"?

The reality is, these subjects do not prepare students for the real world. If someone actually wants to learn IT, AI, or Data Science, they will have to do it outside of school—because the school syllabus is useless.

3. The Complete Joke of "Practical Education" in Schools

CBSE claims that vocational subjects are there to provide practical learning. But what is the actual reality?

- In IT and Data Science classes, students are forced to memorize theory instead of actually learning how to code.
- In AI classes, students memorize definitions of Machine Learning and Deep Learning without actually learning how AI works.
- Physical Education is just an excuse for students to score easy marks—no one actually learns how to maintain fitness.

A 2022 study in the *International Journal of Educational Development* found that vocational education in India fails to provide employable skills because the curriculum focuses on rote learning instead of practical application.

So, if these subjects don’t prepare students for real jobs, then what the hell are they doing in the system?

4. The Absolute Nonsense of Moral Science and General Knowledge

1. Moral Science: Teaching Morals Through Memorization?

1. We have been forced to study Moral Science since childhood, and yet, it has failed completely in creating morally sound individuals. Why?
2. Because morals cannot be memorized. They must be understood and practiced.
3. What is the logic of making students memorize pre-written moral lessons?
4. Why are exams being conducted on values like honesty and kindness?
5. Why are students given marks for “correct” moral answers?
6. It is absolute stupidity. Instead of teaching moral reasoning, critical thinking, or real-life application of ethics, the system forces students to memorize pre-written moral principles. And the result?
7. Most students forget everything the moment exams are over.
8. No one actually becomes morally upright just by writing “honesty is the best policy” in a test.
9. The same students who scored high in Moral Science go on to cheat, lie, and act unethically in real life.
10. This is not education—this is a joke.

2. General Knowledge (GK): The Ultimate Useless Memorization Game

GK books were one of the biggest unnecessary burdens of school life.

- Students are made to memorize thousands of useless questions like:
  - “What is the capital of Zambia?”
  - “Who won the 1998 FIFA World Cup?”
  - “What is the chemical symbol for Beryllium?”

What is the actual benefit of this? In the age of Google and instant information, why are students still being forced to memorize pointless facts?

A 2020 study in the Journal of Educational Psychology found that memorization-based learning has almost zero long-term retention unless the information is applied practically.

And guess what? Most students forget 90% of GK information after exams. So why are we wasting students' time?

5. The Real-World Consequences of This Stupidity

Because of this broken system, students:

1. Waste valuable time studying subjects that don’t matter.

2. Are forced to memorize useless information that they will never use.
3. Fail to develop real-world skills that actually matter.

Instead of adding meaningless subjects like Moral Science, GK, and half-baked IT courses, why not:

- Teach financial literacy so students learn how to manage money?
- Teach critical thinking so they don’t just blindly memorize facts?
- Teach real coding skills instead of making them memorize definitions?

Conclusion: Stop This Nonsense Immediately

According to me, if the education system truly wants to help students, it should:

- Either remove vocational subjects or make them ACTUALLY useful.
- Stop treating literature and moral education as rote-learning subjects.
- Eliminate the nonsense of memorization-based GK.
- Introduce real-world skills that will actually help students.

Until this changes, students will continue to:

- Waste their time memorizing useless information.

- Score high marks in subjects that don’t teach them anything practical.
- Enter the real world without actual skills, all thanks to an education system that prioritizes marks over knowledge.

The Absolute Nonsense of Primary Education Policies

Education is supposed to nurture young minds, not crush them with unnecessary burdens and ridiculous policies. But what do we see today? A system so detached from logic that it traumatizes kids before they even learn to express themselves. Let’s break down some of the worst atrocities happening in primary and secondary education.

1. Why the Hell Are We Teaching Foreign Languages to Primary Kids?

Who in their right mind decided that a child who barely knows his mother tongue should be forced to learn a foreign language? The primary level is the stage where a kid should be solidifying their grasp on their first language. Instead, the system mercilessly forces them to learn English, French, or German before they even develop basic literacy skills in their own language.

Empirical Data That Proves This Is Insanity:

• According to a 2018 NCERT study, 60% of Indian students in primary schools struggle with basic reading comprehension in their mother tongue.

• A 2017 UNESCO report suggests that early education in a child's native language leads to better cognitive development and long-term academic success.

• Countries like Finland and Japan, which rank among the best in education, prioritize native language proficiency before introducing foreign languages.

But no, the Indian education system thinks it's a brilliant idea to push a foreign language onto a child who can’t even construct a full sentence in his own language. This is nothing but institutionalized child abuse.

2. Failing Kids in Nursery? Are You People Insane?

This incident still disgusts me. I was in the counselor’s room, discussing psychology and philosophy, when a primary teacher walked in with the results of a child who had failed either in Nursery, LKG, or UKG. What was the counselor’s solution? Restrict him from school!

Let’s be very clear: failing a child at such an early stage is nothing short of psychological warfare.

Why this is a Complete Disaster:
• A 2019 National Institute of Mental Health study found that childhood academic failures significantly increase the risk of depression and anxiety disorders in later life.

• The Right to Education Act (2009) in India explicitly states that children up to Class 8 should not be failed. Yet, some schools still do this nonsense.

• According to a 2015 study by Harvard University, children who experience failure at a young age develop a deep-rooted fear of learning, which affects their academic growth permanently.

And let’s talk about the worst-case scenario—what if this child's parents are toxic? What if they beat him up for failing? What if they make his life hell? The school has just ruined his childhood and possibly his future over something as trivial as failing in NURSERY. This is beyond ridiculous.

3. School Projects: A Burden on Parents, Not Students

Everyone knows this, even teachers, but they won’t admit it. School projects for primary students are nothing but torture for parents.

A 2018 Times of India survey found that 80% of school projects for kids under Class 5 are completed by parents, not students. Teachers assign tasks like building 3D models of the solar system and volcanoes, knowing full well that a 5-year-old is not making that damn thing. It’s the parents who stay up at night, wasting their time on this nonsense. The only ones benefiting are the stationary shop owners who sell pre-made models for ₹500-₹1000. So, is this education, or just another scam?

If a project doesn’t involve real learning for the student, then it is pointless. Period.

4. The Absolute Joke of Practical Files in Class 10th & 12th

Let’s not pretend—practical files are nothing but a glorified copy-paste assignment. Reality check: Not a single student actually learns from these practical files. They simply copy everything from a senior's notebook or a guidebook. These files are worth 30 marks, but why? If nobody is reading them, if nobody is studying them, then what is the actual point?

Here’s what really happens:

- Teacher assigns practical file.
- Student finds a senior’s file.

- Student blindly copies everything.

If the entire system revolves around copying and pretending, why the hell are we wasting time making these files? Either replace them with real, meaningful experiments, or scrap them altogether.

5. One-Week Holiday for Vocational Subjects, One Day for Core Subjects? What a Joke!

Now, this might seem minor, but it exposes how absurd school administration can be. Some schools give one-day preparation holidays for major subject exams (Maths, Science, Social Studies) but an entire week for vocational subjects that barely matter in final percentages. Explain the logic behind this!
If core subjects require more effort and study time, they should get longer breaks, not vocational subjects. If the excuse is that vocational subjects have projects, well, so do other subjects. In reality, schools just make schedules randomly, with no common sense involved.
This might seem like a joke, but it’s not. It’s a testament to how little thought is put into the education system’s decision-making.

Chapter 6 – Results

In this chapter, I have not any intention to hurt ACADEMICALLY BRILLIANT students. This is just my perspective of what I think.

The Obsession with Toppers: A Flawed Perspective

In India, and many other parts of the world, academic toppers are worshipped as demi-gods. The moment a student secures All India Rank 1 in a competitive exam or scores 99% in board exams, they are plastered across newspapers, television channels, and social media. They are invited for interviews, showered with praise, and held up as role models. But what about the ones who didn’t make it to the top? What about those struggling with mental health, financial constraints, or external circumstances that affect their academic performance? They are conveniently ignored, erased from the narrative as if they do not exist.

This over obsession with high scorers has severe psychological consequences. It fosters a toxic culture of unrealistic expectations, causing students to equate their self-worth with their academic performance. The message sent is clear: "Your

value as a person is determined by your marks." This kind of conditioning can have devastating long-term impacts on self-esteem and personal development.

Ignoring the Psychological Struggles: The Education System's Dark Side

The Indian education system—and society at large—utterly disregards mental health challenges. Anxiety disorders, panic attacks, depression, and other psychological struggles are rampant among students, yet there is no systemic support in place. Research by the Indian Journal of Psychiatry (2020) states that more than 30% of Indian students suffer from moderate to severe mental health issues, largely due to academic pressure. And in the previous chapter we have discussed the different learning patterns of students which are not the part of the discussion anywhere.

Despite growing awareness of mental health issues worldwide, Indian schools and colleges continue to focus solely on results. Counseling services, where they exist, are underfunded and underutilized. Teachers are rarely trained to identify students struggling with depression or anxiety. The general response to mental distress is indifference at best and ridicule at worst. Students are labeled "weak" for seeking help, further deepening the crisis. The suicide rate among students is rising

at an alarming rate. According to the National Crime Records Bureau (NCRB) 2022, over 13,000 students died by suicide due to academic stress.

The Unequal Battleground: Privilege vs. Struggle

Let’s put things into perspective. Consider two students:

- Student A: Comes from a wealthy background, has access to air-conditioned study rooms, private tutors, top-tier coaching institutes, nutritious food, and a stress-free environment.
- Student B: Lives in poverty, studies in candlelight due to frequent power cuts, suffers from malnutrition, deals with family abuse, and lacks access to proper coaching or study materials.

Now, if Student A secures AIR 1 in JEE/NEET, and Student B, despite all odds, manages to secure Rank 50,000, who is the real winner? Society will celebrate Student A, completely ignoring the Herculean effort Student B had to put in just to stay in the game. This is an absolute failure of the meritocratic

illusion—one that refuses to acknowledge the systemic inequalities that determine academic success.

According to an Oxfam India report (2021), only 3% of rural students in India have access to coaching institutes, compared to over 75% of urban students. The financial barrier alone ensures that success in competitive exams is largely reserved for those who can afford the best resources.

Natural Disasters, System Failures, and the Ignored Victims

Every year, India faces natural calamities—floods, droughts, earthquakes—displacing thousands of families. Education is invariably affected. A student in Bihar, whose house gets submerged in floodwaters every monsoon, will not have the same privileges as one in a metropolitan city with seamless access to online learning and resources.

The systemic failures do not stop at natural disasters. Electricity shortages, lack of internet access, and government inefficiencies also play a role. During the COVID-19 lockdown, more than 40% of Indian students lacked access to online education due to the digital divide (UNESCO report, 2021). Yet, board exams continued, competitive exams proceeded as usual, and the system acted as if nothing had changed. When

the playing field is inherently uneven, how can the results be considered fair?

The Stigma of Failing: A Manufactured Social Construct

Society operates on a hypocritical contradiction: failing an exam is equated with failure in life. The moment a student fails Class 10, Class 12, or a competitive exam, they are branded as a loser. Families disown them, relatives gossip, and their self-worth plummets. But if failure is so unacceptable, why do compartment exams even exist?

If a failed student is irredeemable, then why does the system provide them with another chance? Either accept that failure is a natural part of growth, or stop offering second attempts. This duality—offering re-evaluation while simultaneously humiliating the student—is nothing but social hypocrisy.

Failure in an exam does not equate to failure in life. The world's most successful entrepreneurs, scientists, and thinkers have often failed in academic settings. Albert Einstein struggled in school. Steve Jobs dropped out of college. Yet, these individuals revolutionized their fields. Why does society refuse to apply the same logic to students today?

The Ultimate Hypocrisy: Life’s Failures vs. Exam Failures

Here’s the most infuriating part: the same society that deems a student “useless” for failing an exam suddenly adopts a spiritual, fatalistic attitude when real tragedies occur.

- If a student fails an exam, they are a failure.
- If a person in their 30s or 40s is diagnosed with cancer, diabetes, or loses their marriage, it is “God’s will.”

Why is an exam failure a personal flaw while a real problem is divine’s intervention? Why does society show sympathy for one form of suffering but brutal condemnation for another?

This hypocrisy is not just laughable—it is cruel and destructive. It destroys young lives before they have even had the chance to bloom, pushing them into depression, poverty, and in many cases, suicide.

Chapter 7 – SOLUTIONS

At just 17, as a young adult with an altruistic perspective, I refuse to blame anyone for future failures. Our parents, our teachers—the millennial generation—have endured struggles we can only imagine. They grew up in a pre-liberalized India, facing financial hardships, societal rigidity, and, in many cases, toxic parenting. They had to fight their battles without the privileges we now take for granted. And for that, they deserve our empathy, not our resentment.

Let’s not put them on trial for the flaws in the system. Let’s forgive them. They are now in their 40s and 50s—half their lives have passed. There is no point in disturbing them with the weight of what they could not change. But for us, the story is different.

We have everything they didn’t—access to the internet, unlimited knowledge, better opportunities, and the ability to shape our destiny. If we fail to make something of ourselves, if we squander the resources at our disposal, then the fault lies with us, not them. Because one day, our children will look into our eyes and ask:

"Papa/Mummy, you had everything—technology, education, freedom—what did you do to make our lives better?"

The world our children will inherit will not be easy. They will face challenges we cannot fully comprehend—climate change, AI disruptions, moral decline, economic instability. If we don’t act now, we are setting them up for a future of struggle.

To me, we have only three choices:

1. Reform the system entirely.
2. Rise as capitalists, ensuring that we have the power to remain undefeated.
3. Leave India for a more stable, developed nation where the future is secure.

There are no other options if we want to protect the next generation. So, let’s fight—not for ourselves, but for the children yet to be born. Let’s give everything we have, so that even if we fail, we can look into our children’s eyes one day and say with pride:

"Your father/Mummy fought with everything they had."

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